

## Moon Area School District Curriculum Map

**Course:** Music K

**Grade Level:** K

**Content Area:** Arts and Humanities

**Frequency:** Full-Year Course, Class held once per 5-day cycle

### Big Ideas

1. Introduce steady beat through movement, songs, games, varied pitched and non-pitched instruments, etc.
2. Learn musical opposites through movement, songs, stories, recorded music, and games.
3. Discover matching pitch through vocal warmups, chants, songs, and games.
4. Learn the difference between speaking, whispering, calling, and singing voice.

### Essential Questions

1. What are different ways to demonstrate the steady beat?
2. How can we identify and perform musical opposites?
3. What are different ways to explore the pitched and non-pitched voice?

### Primary Resource(s) & Technology:

*1-2-3 Echo Me* Loretta Mitchell, McGraw Hill *Spotlight on Music, As American as Apple Pie* Jeff Kriske and Randy DeLelles, *Get America Singing Again* Hal Leonard, *Kodaly in the Classroom* Linda Rann, *An American Methodology* Ann Eisen and Lamar Robinson, *The Orff Source* Denise Gagne, *Dalcroze Eurhythmics in Today's Music Classroom* Virginia Mead, "Teachers Pay Teachers," *150 American Folk Songs to Sing, Read and Play* Peter Erdei, *The Song Writing Kit (Lower Elementary Edition)* Cheryl Lavender, *Pentatonic Partners* Cristi Cary Miller, *Conversational Solfege Materials* and *First Steps in Music* John Feierabend, *The Rhythm Reader Level I and II* Audrey Snyder  
Microsoft Teams, Promethean Boards, Student iPads

### Pennsylvania and/or focus standards referenced at:

[www.pdesas.org](http://www.pdesas.org)

[www.nafme.org](http://www.nafme.org)

\*\*New concepts for each 9-week period are highlighted in blue.\*\*

Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
1-7	<b>State:</b> 9.1.3.C, 9.1.3.E, <b>National:</b> MU:Pr4.1.Ka,	<ul style="list-style-type: none"> <li>• <b>Discovering steady beat</b></li> <li>• <b>Matching pitch with call and response</b></li> <li>• <b>Vocal exploration with the 4 voices (speaking, whispering, calling, singing)</b></li> </ul>	Weeks 1-9

	MU:Pr4.2.Ka, MU:Re7.2.Ka, MU:Cn10.0.Ka	<ul style="list-style-type: none"> <li>• <b>Fast vs. slow and soft vs. loud through moving, singing, playing, etc.</b></li> <li>• <b>Building a repertoire of songs and rhymes</b></li> </ul>	
1-7	<b>State:</b> 9.1.3.C, 9.1.3.E, <b>National:</b> MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr6.1.Ka, MU:Re7.2.Ka, MU:Cn10.0.Ka	<ul style="list-style-type: none"> <li>• <b>Practicing steady beat</b></li> <li>• <b>Matching pitch</b></li> <li>• <b>Vocal exploration with the 4 voices with special emphasis on accessing the head voice</b></li> <li>• <b>High vs. low and same vs. different through moving, singing, playing, etc.</b></li> <li>• <b>Unpitched percussion instrument exploration (hand drums, rhythm sticks)</b></li> <li>• <b>Continue building a repertoire of songs and rhymes</b></li> <li>• <b>Prepare performance etiquette for in-school performances</b></li> </ul>	Weeks 10-18
1-7	<b>State:</b> 9.1.3.C, 9.1.3.E, <b>National:</b> MU:Cr1.1.Ka, MU:Cr2.1.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr6.1.Ka, MU:Re7.2.Ka, MU:Cn10.0.Ka	<ul style="list-style-type: none"> <li>• <b>Practicing steady beat</b></li> <li>• <b>Matching pitch and vocal exploration with special emphasis on accessing the head voice</b></li> <li>• <b>Same vs. different, short vs. long, and smooth vs. bumpy through moving, singing, playing, etc.</b></li> <li>• <b>Unpitched percussion instrument exploration</b></li> <li>• <b>Continue building a repertoire of songs and rhymes</b></li> </ul>	Weeks 19-27
1-7	<b>State:</b> 9.1.3.C, 9.1.3.E, <b>National:</b> MU:Cr1.1.Ka, MU:Cr2.1.Ka, MU:Cr3.2.Ka, MU:Pr4.1.Ka, MU:Pr4.2.Ka, MU:Pr6.1.Ka, MU:Re7.2.Ka, MU:Cn10.0.Ka	<ul style="list-style-type: none"> <li>• <b>Practicing steady beat</b></li> <li>• <b>Practicing rhythm</b></li> <li>• <b>Individual singing</b></li> <li>• <b>Matching pitch and vocal exploration with special emphasis on accessing the head voice</b></li> <li>• <b>All musical opposites through moving, singing, playing, etc.</b></li> <li>• <b>Unpitched percussion instrument exploration</b></li> </ul>	Weeks 28-36